

28 MAR 1974

MEMORANDUM FOR: Director of Training

SUBJECT: Six-Month Report of the Employee Advisory Committee

1. The Employee Advisory Committee (EAC) was established on 4 September 1973 "to provide a forum for continuing dialogue between the Director of Training and OTR members on any matter affecting OTR to which the Committee thinks it can make a constructive contribution. While most of the Committee's efforts are likely to be self-generated, suggested issues or problems for its consideration are welcomed from anyone in OTR." (OTR Notice No 8-74)

2. The EAC held its first meeting on 24 September 1973. At that meeting, the Committee drew up guidelines for implementing its mission. These were submitted to and approved by the DTR.

3. The following issues were considered by the EAC in the period September 1973 to March 1974:

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a. Attitudinal Surveys: At the request of [REDACTED] the EAC studied a paper recommending that the Agency consider adopting attitudinal surveys as a tool of management, following a precedent of Texas Instruments. The EAC responded with a paper to the DTR acknowledging the value of attitudinal surveys, with the qualification that they be conducted with clearly drawn objectives, and have built-in discussion, feedback and action mechanisms. As such, surveys can be a valuable communication device.

b. Clerical Task Force Survey: The EAC wrote a paper for the DTR advising that the results of the survey, and actions taken on its recommendations be published. Such a summary should note which recommendations have been implemented, which ones are under study, and which ones cannot be implemented and why.

c. Distribution of Employee Bulletins Within OTR: The EAC discussed the problem of late distribution of bulletins (often received after the subject event!) with [REDACTED] and resolved the source of the problem. 25X1A

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d. Weekend and Holiday Security Duty: The EAC discussed security duty with [REDACTED] and, as a result, the necessity of duty officers for the entire Weekend and Holidays was reviewed and revised.

e. Numbering of Rooms on the Fourth Floor: The EAC investigated the confusing numbering system and found that the matter had been raised previously, but any change was stymied by OL. Other alternatives are being considered.

f. Fitness Reports: The EAC established that employee access to the reviewing officer comments as well as those of the evaluating officer is now provided in Agency regulations.

g. Contract Badges: The EAC considered the problem of different categories of contract badges, but found that first, the concern is restricted to the Language Learning Center (within C of C Bldg.), and second, cannot be modified.

h. DTR "State of Training" Presentation: The EAC recommended to the DTR that he schedule periodic "State of OTR" sessions with Training personnel to improve communications and inform employees of current activities within OTR. The DTR concurred with the suggestion.

i. Miscellaneous Personnel Suggestions Investigated and Found Unfeasible:

- (1) Employee lounges in C of C Bldg.
- (2) Cafeteria in C of C Bldg.
- (3) Credit Union Branch and/or Medical Branch in C of C Bldg.
- (4) Lockers in C of C Bldg. shower room, and possibly recreational facilities (ping pong table, pool table, etc.)

Employee Advisory Committee

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REPORT OF THE SECRETARIAL TASK FORCE
FINDINGS AND RECOMMENDATIONS
9 July 1973

I. Introduction

Through interviews with 45 personnel GS-09 and below and a visit to the IBM Van Ness Center in Washington, the Secretarial Task Force has determined that there are many areas in which efficiency and work productivity can and should be improved in the Office of Training. Bringing about any improvements, however, will require the cooperation of both management and clerical personnel. The recommendations are not offered as cure-alls but rather as indicators of areas that should be improved if the Office of Training desires to function more effectively. We were not able to explore every aspect that we had planned because of the time factor involved in such an in-depth survey.

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II. Improving Efficiency and Productivity by Implementation of Suggestions

A. Most of the clericals have ideas for making things more efficient in their office. They find that things are being done which could be streamlined or eliminated. Some are able to make suggestions and changes -- but many do not for various reasons. Typical comments have been:

"I am afraid to make suggestions because my supervisor will think I am encroaching on his territory. I never seem to find a proper time to approach my supervisor because he is always so busy. I don't have time to think about ways to improve efficiency, but I am sure things could be improved. I gave up making suggestions because my supervisor says, 'we have to do it this way, its been done this way for years.' My supervisor says, 'we'll think about that later', when I make a suggestion. I don't make suggestions because I know they would not be accepted and I would be out of place in making them. If I see something which is done that isn't necessary, I just eliminated it and no one ever knows -- if I ask about it they will never make a decision on it. The instructors have been around for years and aren't about to make any changes. My supervisor listens to my suggestions but then forgets them and doesn't follow-up."

B. The problem in some cases is that the supervisors/instructors do not know how the office functions in terms of workload or how various tasks are accomplished. Over a number of years many inefficiencies have crept in because various individuals who filled the supervisory positions wanted things done a particular way -- not necessarily the most efficient way. When the individuals changed positions and left the office his practices and policies continued. In other words, many practices performed today are simply carry-overs of a previous era. They are representative of "a way" to do a job but not necessarily the "best way."

C. When the clerical employee is unable to make suggestions that are implemented, motivation is often lost and she feels "Why should I try? If the supervisor doesn't care, why should I?" Inefficient practices thus have continued for years and much time and money is wasted on these methods. It is realized that some inefficient practices continue because they provide a form of "make work" for the employee.

Recommendations:

1. That the top management of OTR and that each supervisor/instructor take a critical look at everything that is done within their purview. That those things which are determined to be of marginal use or inefficient be eliminated or made productive.

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2. That "make work" not be done to cover up inefficiencies or merely to keep a person busy. If a person is not busy doing productive work, then that person should assist someone that is busy, or serious consideration should be given to combining the job with another.

3. That the supervisors encourage and motivate each employee to make suggestions which will improve the efficiency and productivity of the office and that the supervisor follow through on these suggestions. The statement that "its always been done that way" should be eliminated and never used as a justification for a questionable procedure or technique.

4. That a suggestion program within the Office of Training be established whereby each employee may have the opportunity to make suggestions that will improve the efficiency and productivity of things that would be applicable to OTR generally or specifically. If the suggestions are implemented, the employee should receive recognition in the form of citations or monetary awards.

III. Communications

A. Some supervisors hesitate in being frank with clericals in the areas of how she is performing on-the-job and where she needs improvement. They often forget to occasionally compliment her for a job well done. The clerical employee, in turn, is sometimes afraid or hesitant to approach the supervisor on these matters. A wall builds up and the employee cannot properly function in her position to the best of her capabilities.

B. Only a small number of clericals attend staff meetings within their school or staff. About one-half of those that don't attend staff meetings are also not briefed on pertinent items. They do not see the DTR Staff Meeting Minutes or even the Weekly Reports. They receive what little information they get through the "rumor mill" circuit which is often distorted. The clericals that are not informed do not feel a part of the Office of Training. They are hampered in performing their job and often are embarrassed because they are not even informed of such things as Agency organizational changes and personnel changes within their office. The clericals that have been attending the DTR staff meeting think that this is an excellent innovation. They feel more actively a part of OTR and that they are better able to perform in their jobs because of the information received and also because of management's apparent interest in them.

Recommendations:

1. That the supervisors have periodic talks with the employees with the intention of offering constructive criticism and informing the employee on how she is doing (keeping in mind that to compliment a job well done is an effective tool in maintaining motivation).

2. That each school/staff chief establish specific time frames to conduct talks with each clerical (a minimum of at least once a year).

These talks with the supervisor and the school/staff chief can alleviate many difficulties which block the motivation of the employee. They can be of inestimable value to the employee who feels her supervisor doesn't like her, who lacks confidence in her work, or who has difficulties in adjusting to her work environment.

3. That as many as possible clerical employees attend weekly staff meetings. In those cases where this is not feasible, that the clerical employee receive a briefing from their supervisor on pertinent data and/or have the opportunity to read DTR staff meeting minutes and weekly reports. Each clerical employee on a predetermined schedule (such as once a month) should be allowed to make contributions to the staff meeting.

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IV. Career Development and Training

A. The clericals do not know to what jobs they could logically aspire in the Office of Training or the Agency generally and what qualifications and training are required for progression to these positions. Thus, they cannot determine their career aspirations. Many have lost all aspiration and motivation because they believe that there is no opportunity for advancement. The present personnel system does not lend itself to fair competition for all job vacancies. Individuals are often "pre-selected" for positions by the supervisor. Job vacancy notices are not circulated for all vacant positions in OTR and the ones that are circulated have no established closing date. It was reported that recently there was a vacancy notice for a position and that when the employee called the Personnel Branch the day after receiving the notice she was informed that the position had already been filled. Another recent incident that received much comment was the filling of a position before anyone knew the position was being filled.

B. The clericals are often caught between their supervisor and the Personnel Branch when they state that they would like to change jobs. The supervisor does not want to lose the individual and the Personnel Branch only advises that they will be kept in mind when a vacancy occurs.

C. When a clerical comes into the Agency she is usually assigned where the immediate need is with little thought to suitability to the job. Several employees in OTR that have been on the job less than a year do not feel suited to and challenged by their jobs and would like a change and a chance to better use their capabilities. They are hesitant to ask for a change, being new on the job, because they do not want to be labeled as trouble makers.

D. There is little career counseling of the clericals by PB/TR. Typical comments by the clericals were: I talked to PB about changing jobs, but am sorry I did because it might reflect badly upon me later that I want to change jobs. I talked to PB about six months ago about changing jobs and was advised that nothing was available now but I would be kept in mind--I've heard nothing. PB advised me that the only way to advance was to learn shorthand, but the only jobs above my grade that require shorthand are in the DTR's office and I am not interested in that type position.

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E. The clericals do not know what training they should take to improve their productivity and efficiency and what training to pursue that will prepare them for future positions. Some are told they can't be spared from the office for any training. Many are unaware that they can be sponsored by the Agency for after-hours training and the types of training they can take.

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F. The clericals especially at the GS-6, GS-7 level feel a definite need for training in secretarial techniques. They state that motivation and performance on the job could be greatly improved if they were trained in areas such as human relations, communications, what the boss expects of the secretary, and similar subjects--but not subjects like how to answer the telephone and how to type a memo.

Recommendations:

That OTR develop and publish personnel policies in the following areas:

1. Meaningful career counselling on a continuing basis which should consist of:

a. interviewing each employee GS-9 and below at least once a year with regard to the individual's career aspirations, job satisfaction, and training.

b. career planning by PB/TR and the OTR Clerical Panel for each clerical including a review of the job presently being done by the clerical and recommendations for more effective utilization of the employee's skills. Reviewing the length of time each individual stays in a job with a view toward ensuring that no one remains in a job too long.

c. advising the employees what jobs they could logically aspire to and what qualifications and training are necessary. If possible, job descriptions for all positions below GS-11 should be available for employee perusal. These job descriptions should include information relative to qualifications and training required.

d. calling on the new employee a few weeks after assignment and again in a few months to determine through conversations with the employee and the supervisor how effectively the employee has been placed. If mis-placed, attempt to place in a more suitable position without prejudice to the employee.

2. A fair system for competing for job vacancies conforming to CSC regulations and guidelines. Vacancy notices should be circulated on all vacancies with a closing date for applying. Supervisors should not be allowed to preselect an individual for a position. Each applicant, or the five best qualified, should be interviewed for the position, and the selection made on the basis of all applicable factors.

3. Counselling on training courses that are applicable to the position they currently maintain or positions to which they aspire within a sound career development program including information on

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V. Promotions

A. Generally the clericals feel that the promotion system has been fair. Some do not understand how the promotion system works and some commented that it is perhaps unfair that each supervisor looks at the time on the job before promotion differently. Some are promoted after three months on the job and some wait a year or so. Many clericals do not feel free to ask questions about promotions and supervisors often consider the subject taboo. There were some that were not told the grade of the slot by the supervisor or by PB/TR and they learned this from someone else in the office. In a few instances the clericals did not know what slot they encumber and even if there is chance for promotion in that position. These uncertainties create anxiety on the part of the clericals.

Recommendations:

1. That each clerical should be advised of the grade of the position she is being assigned to upon entering OTR by PB/TR.
2. That the Clerical Panel review each clerical after six months on a new job, then periodically until promotion and PB/TR should talk with each supervisor to ensure that the supervisor does not overlook promotion possibilities.
3. That promotion procedures be published to insure a bilateral understanding of both employee and supervisor.

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VI Fitness Reports

Some of the clericals feel that the Fitness Reports are a popularity contest and that the rating depends on how one gets along with the boss. In some cases they are told the supervisor is one person and then another person writes the FR. There are cases of long-distance supervision; e.g., the supervisor is not a person whom the individual works for directly or with on a daily basis. The supervisor is totally removed from daily contact with the person on whom they write the FR. There are a few instances where individuals have been surprised with a poor FR without benefit of prior consultation on what was wrong.

Recommendations:

1. That the person who actually does the supervising should also write the FR.
2. That long-distance supervision be eliminated.
3. That all OTR supervisors be reminded, perhaps through an Instruction or Notice that employees are not to be surprised with a poor FR unless they have been previously counselled on the problem.
4. That proper grievance procedures be published, i.e. whether or not the employee must sign the FR when they do not agree with it, and what steps the employee can take if they believe unfair practices are being followed.

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VII. Miscellaneous Recommendations:

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A. Supplies - Getting supplies as needed from the supply room has been a problem for everyone. Among the most recent items out of stock for more than just a few days were: government bond paper, pens, pulp bags, envelopes, and boxes. [REDACTED] has discussed this matter with [REDACTED] said that he will try to get whatever anyone needs within two days from the person's request. The clericals, however, are not aware that they should go to [REDACTED] as in the past they have been told to write their requests on the requisition board in the supply room. Perhaps a sign could be placed in the supply room that [REDACTED] should be contacted if they are unable to get needed supplies. A number of the Training Assistants spend a lot of time cleaning blackboards and vacuuming rugs and floors because of the amount of chalk dust left by standard erasers and chalk. In the past an individual was even paid overtime to perform these cleaning tasks. Clerical Training has procured dustless chalk and foam erasers which alleviate the constant clean-up problems. It is recommended that a supply of the erasers and chalk be purchased for use in all OTR classrooms.

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B. OTR Orientation - Without exception those interviewed said that the Orientation was beneficial and definitely should be held for new personnel in OTR and periodically for everyone in order to update their general knowledge of the workings of each School and Staff.

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C. Tour of [REDACTED] - Since there has not been a tour of [REDACTED] in a year, there are at present in OTR quite a few clericals who have not been and would like to go with the dual objective of better understanding the function of that activity and of meeting some of the personnel with whom they deal over the phone in carrying out their daily jobs. It is recommended that PB/TR organize such a tour as soon as possible.

D. Addition to Form 73, Request for Internal Training - A substantial number of training assistants spend several hours before each course in locating room numbers for sending out pre-course work. The telephone book is always out of date and DDO numbers are not listed. The individual student's room number and phone number are not contained on the Form 73. It is therefore recommended that the form be revised to include a section for this information. In the meantime a Special Bulletin might be sent out asking that this information be included until the form can be revised.

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E. Survey of Files - Files seem to be a problem throughout OTR. There is a duplication of files, and materials are kept which could be destroyed or retired to Records Center. The clericals readily admit that they do not have the expertise and very often the authority to deal with the problem. It is recommended that the OTR Records Management Officer perform a records survey of each office in OTR offering guidelines and recommendations as to what materials can be destroyed or retired,

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procedures for retirement of records, suggestions on ways to improve the filing system and eliminating duplicate files. The records management courses were good but could not, of course, get into specifics pertinent to each office and very few clericals attended from OTR. The courses did teach the methods of performing a records survey in an office which were geared to the RMO. Incorporated as part of this survey should be an inspection of vaulted areas and recommendations for better utilization of such areas with an emphasis toward eliminating unclassified materials.

F. Overtime - Not everyone who works extra hours is paid overtime. This creates a hardship on the clericals. In many instances the clerical is not working so much as waiting for the supervisor to come back to the office or get out of a meeting. Sometimes the supervisor gives the clerical nothing to do until the end of the day. It is recommended that OTR publish specific guidelines on working hours and payment either in overtime compensation or compensatory time off for extra time spent in the office.

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VIII. The Centralization of Like Tasks

A. Effective Utilization of Employee Resources

1. There is no rotation of the clericals within the schools or staffs to enable one to learn another job and to afford a change. The Training Assistants are assigned to the same courses all the time. The consensus of those interviewed was that once you learn a specific job it loses its challenge unless additional responsibilities can be assumed. There is presently little opportunity of one assuming greater responsibilities; such as, assuming some of the supportative tasks the supervisor performs on a routine basis. The only way to have a change of what one does is to actually change positions. The supervisor/instructor should look for tasks which they perform that the clericals could assume to make her job more challenging and to relieve the supervisor of the burden of routine tasks, so that he may in turn spend more time on important matters.

2. The workload of each individual depends on many factors. In the case of the Training Assistants it depends on how often the courses run, the length of the course, the amount of handout and student kit materials, the number of guest speakers, and other variables. Examination indicates that clerical workload can be defined in two terms--peaks and lulls--thus the work varies on a day to day basis. Some of the clericals help others in the office then they themselves are not busy--some do not--it is essentially up to the individual. Some would rather be busy all of the time and assist others. Then there are those that will do only the work assigned to them not caring that they don't put in a full day's work. They become lackadaisical in their jobs, having lost initiative and motivation. There is a feeling that an employee is not recognized for having done "more than her own job, so why bother?"

3. There is a tremendous waste of manpower due to the fact that total employee resources are not utilized all of the time. By the centralization of like tasks employee resources can be more efficiently managed.

B. Effective Utilization of Equipment

1. The Task Force found that every school and staff can in varying degrees make use of machinery such as the IBM MCST or the Savin. The Training Assistants, e.g., spend approximately 50 per cent of their time typing student kit materials, handouts, schedules and similar materials.

2. At present OTR has on a rental basis one MCST, two Savins, and three Savin baseplates. On order or in process of being ordered--one Savin and two Savin baseplates. Rental costs per month: MCST - \$225.00, Savin - \$122.50, Savin baseplates - \$39.20 ea. They are located as follows: one Savin, one baseplate - ISS, one Savin, two baseplates - 2E-49 Hqs., 1 MCST - SIHA. The MCST has previously been located in OTR Log., EA/Plans, and OS.

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3. Effective scheduling for the optimum use of these machines is not possible without centralization. Without centralization problems that have to be resolved are as follows: How will the machines be located? When one office wants to use a machine another office may also want to use it at the same time. Who will decide who can use them at specified times? When the machines are located in areas separate from the office, it is difficult to leave the office long enough to make use of them. When the machines are used at the desk other duties interrupt the typing.

4. As far as the Task Force was able to determine, no record has been kept of the number of hours the machines have been used. At 2E-49, e.g., the Savin machine seems to be used mainly for routine typing duties--while individuals at CoC could more efficiently use the machine for material that is constantly being updated or that which is repetitive. Two Savin baseplates are located in the 2E-49 office, but one secretary is out for an extended period of time. Consequently OTR is paying the baseplate rental fee and one baseplate is not being used.

5. Centralization of these machines into a Word Processing Center where they would be utilized 100 per cent of the time would be cost effective. Without centralization these costly machines will be used little.

C. The Word Processing Concept

1. IBM utilizes a system of centralization of the same tasks. The Task Force believes that such a system is feasible and cost effective for OTR.

2. At IBM all of the typing is done in a Word Processing Center by correspondence secretaries. They receive all material for typing via dictaphones. Seven typists serve approximately 175 managers and salesmen and occasionally do typing for up to 500. The managers and salesmen have the capability for dictating directly to machines in the Word Processing Center using their telephones. The typing is done on a first come first served basis; however, a priority system is feasible such as is used at the Bureau of Narcotics and Dangerous Drugs' Word Processing Center. Most of the typing at IBM is done in final copy but some drafts are prepared. Each correspondence secretary operates a Magnetic Card Selectric Typewriter (MCST) or a Magnetic Tape Selectric Typewriter (MTST). They are well versed in language arts. The correspondence secretaries freed from interruptions of telephone and administrative activities are able to perform their typing duties effectively.

3. Administrative secretaries function in the management and sales area at IBM. These administrative secretaries do no typing or phone answering. Their duties consist of handling the mail, filing, maintaining appointments, and other administrative type duties. An

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example is that in a section at IBM there is one administrative secretary for twenty salesmen. With centralization in OTR the files would be kept centrally in each school/staff by the administrative secretary. This would allow streamlining of the filing system and eliminate the present duplication of files.

4. The correspondence and administrative secretaries at IBM are equal in salary and prestige in their jobs. The primary dividing line is that of typing versus non-typing responsibilities. The correspondence secretaries are highly trained in the use of the machinery and take pride in their work since their signature goes at the bottom of the routing sheet when a job is finished.

5. If a Word Processing Center is set up in OTR, it may prove cost effective to locate our reproduction facilities with the Center. Xeroxing is not presently a service performed by OTR Logistics. Each individual xeroxes her own material. Much time is wasted in waiting for someone to finish with the machine or in going to use the machine and having to return later because of the number of people waiting to use it. Xeroxing should be done by one person, thus eliminating wasted time. Materials are presently reproduced by whatever method the supervisor prefers. No consideration is generally given to the cost factor. By locating reproduction facilities with the Word Processing Center (WPC) the supervisor of the WPC would determine the most efficient and cost-saving reproduction method of the materials typed at the Center.

6. Although IBM can best provide consultation in setting up centralized systems, the following should be considered for a WPC.

a. Supervisors should receive training on proper dictation techniques. In fact, this was mentioned by many clericals whose shorthand capability is not being used. They feel that if the supervisor knew the proper technique for dictating they might dictate more. As much material as possible should be put onto dictaphone belts. It is realized that some material will be revisions of kit materials and student handouts and these can be typed from the basic document. Various reports that the supervisor can best think out in long hand or through a series of drafts can be dictated onto a belt by the administrative secretary if the material is difficult to read. It can then be given to the WPC for typing.

b. As much typing as possible should be sent to the WPC for effective utilization of equipment and personnel. Ideally, the majority of typing should be done in the WPC--at IBM all typing is done at the Center to maintain the Center's integrity.

c. Personnel who will work in the WPC must be adequately trained in language arts, in the use of the machines, and in machine transcription.

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d. There should be a supervisor of the WPC at a grade level higher than the correspondence secretaries but not at such a level that she is not interested or knowledgeable of this type of work. She would receive all material for typing and would be responsible for setting priorities and assigning work. She would be responsible for standardizing and streamlining procedures and would keep up on latest developments in machines, equipment, supplies, and techniques.

e. Standard Operating Procedures (SOPs) should be set up for the preparation of materials. Schedules and other materials will be more efficiently produced if standardized somewhat.

f. A system of rotation can be set up whereby personnel can rotate between the WPC and other positions, such as the administrative secretary positions. This would avoid boredom and stagnation that results in having the same job for years. It might be feasible for one OTR clerical instructor to be trained completely in machine usage so that she can train those rotating into the WPC.

D. Telephone Answering Center

1. At IBM telephone calls for approximately 350 people are handled by a central unit of three receptionists. These receptionists have no other responsibilities. A board mounted in front of them indicates whether a person is in or out of his office. In addition, the receptionists are advised by individuals as to when they will be back in the office if they are going out for any length of time. Although the Task Force did not explore this system fully, observation left the impression that the system is very efficient. This system relieves both the correspondence and administrative secretaries from phone responsibilities so they are able to perform their jobs with a minimum of interruptions. Observation indicates that with minor changes in office operating procedures the system would be applicable to OTR. One similarity noted was that their salesmen, not dissimilar to OTR instructors, are often out of the office in the performance of their duties.

2. In OTR schools and staffs the telephones are not centralized and it is difficult to provide coverage when clericals are out. Isolated offices with a clerical workforce of one or two have problems in telephone coverage when they are out of the office. During the interviews many clericals mentioned that they receive innumerable phone calls from people who don't know what office in OTR they should call or who just need a simple question answered such as when a particular course starts. A central answering service could have at hand various information such as course dates, who handles which courses, who handles registrations, and similar information and therefore could answer many of the simple questions or connect the caller directly with the person that could answer the question.

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E. Training Assistance Center

1. As a further centralization of like tasks the Training Assistant function could be centralized. Lower graded personnel (GS-3/4) would handle, e.g., kit assembly, kit disassembly, sending out pre-course materials, procuring name plates, and miscellaneous other duties as required. Higher graded personnel (GS-8/9) would assist the instructor and perform as a course manager. The course managers would handle or assist in handling such items as: contacting guest speakers, arranging for audio/visual aids, preparation of schedules, presentation of administrative briefings, preparation of course reports. They would be able to perform duties for any course as required.

2. SOPs for each course would be required.

3. A supervisor would oversee all facets of the Center and would perform duties such as: assigning courses to the course managers and work to the kit assemblers, streamlining and standardizing procedures, keeping abreast of modern technology, training new employees, supervising the central telephone receptionists. (Note: the GS-3/4 kit assemblers could rotate with and fill in for the telephone receptionists.)

4. If the Training Assistants function does not prove to be feasible by being located in a central point, an alternate would be to have the Training Assistants¹² Each school work as a team; each with the ability to perform the duties for any course.

F. Summary

1. The office today is in a state of transition because of advances in office technology. By the centralization of like tasks employee resources and advanced equipment can be efficiently and productively utilized.

2. Word Processing should not be considered as just a typing process, a typing pool, for secretaries only, or a design to reduce secretarial support. Word Processing is an approach to an important, essential, and costly operation which should be a composite of the following: qualified personnel; a systematic approach to communications; an easier, faster, and more economical way to handle all information and data; a program involving all employees including management, administrative, and secretarial; tasks grouped into functional areas for streamlining performance. Effective job streamlining is essential for each operation within the system and unimportant tasks or duplication of effort should be eliminated. A word processing secretary in either the correspondence or administrative function should have the ability to formulate improved methods and procedures for office work and construct work flow systems.

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